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ABSTRACT

An expanded Remediation Assistance Program designed to serve students with basic skills deficiencies in reading, mathematics, and language at grades 2-9 was funded by the 1984 Washington State Legislature. During the 1985-86 school year, programs were operated in 271 of the state's 298 school districts and served over 28,000 students. A majority of funds allocated to districts was used to support certificated teacher and noncertificated teacher aide positions. Over 50 percent of students served received assistance in mathematics, while about 40 percent were given additional help in reading. Most students received their additional remedial instruction in a "limited pull-out" model, and most of the remaining students were served with an in-class model. Student achievement showed modest but meaningful gains when measured from fall-to-spring for reading, mathematics, and language. Gains associated with spring-to-spring assessments were consistent but somewhat smaller. Analysis of the Washington Statewide Assessment Program data from the fall of 1985 showed large numbers of low-scoring students who needed remedial help. There was a pattern of underservice to low-scoring students, particularly at the secondary level. Needs of black students were especially severe. Related materials, such as relevant sections of the Washington Administrative Code, are appended. (RH)

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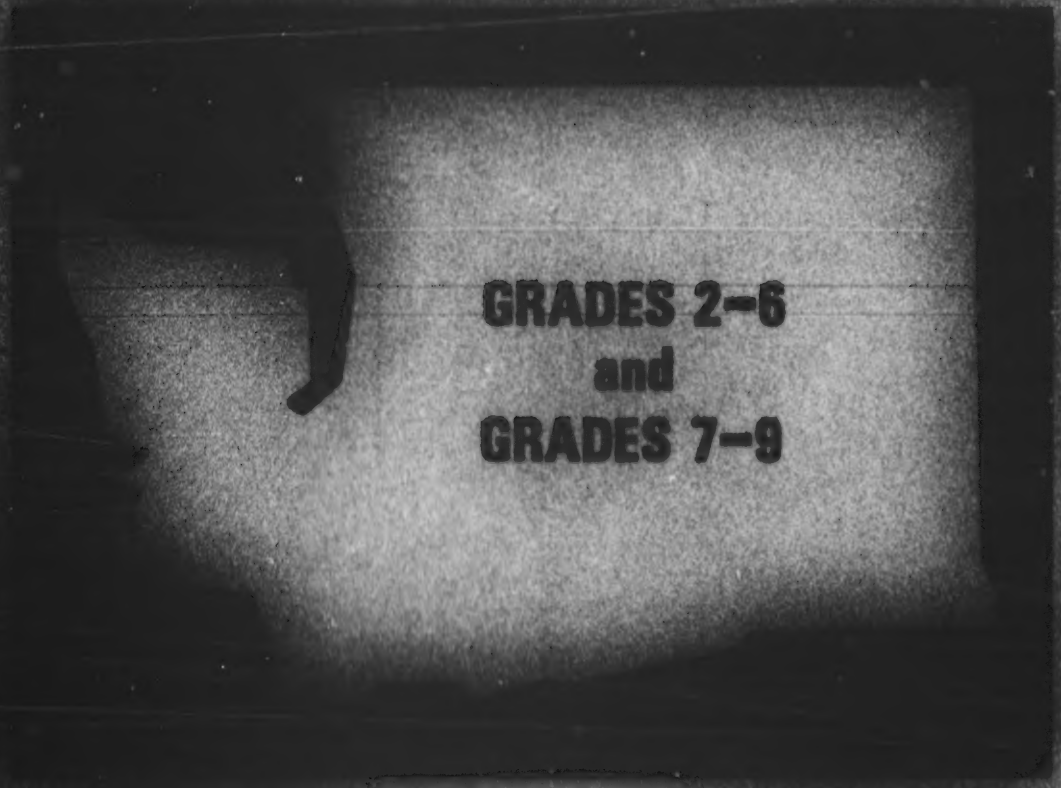
1986 REMEDIATION ASSISTANCE PROGRAM ANNUAL REPORT and EVALUATION



GRADES 2–6 and GRADES 7–9

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REMEDIATION ASSISTANCE PROGRAM 1985-86
ANNUAL REPORT AND EVALUATION

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SYNOPSIS

An expanded Remediation Assistance Program designed to serve students with basic skills deficiencies in reading, mathematics, and language at grades 2-9 was funded by the 1984 Washington State Legislature. During the 1985-86 school year programs were operated in 271 of the state's 298 school districts and served over 28,000 students. A majority of the funds allocated to districts was used to support certificated teacher and non-certificated teacher aide positions. Over 50 percent of the students served received assistance in the area of mathematics while about 40 percent were given additional help in reading. Most students received their additional remedial instruction in a "limited pull-out" model, with most of the balance of the students being served with an "in-class" model.

Student achievement, as assessed by the Title I Evaluation and Reporting System, showed modest but meaningful gains when measured from fall-to-spring for reading, mathematics, and language. Although the gains associated with spring-to-spring assessments were somewhat smaller, they were consistent and reflect the positive impact of the program.

Analysis of the Washington Statewide Assessment Program data from the fall of 1985 showed large numbers of low scoring students needing remedial help. Although many students received assistance through state and federal programs, there were many more students who scored low and were not scheduled to be provided state or federally funded compensatory education. This pattern of under service was particularly evident at the secondary level where less than 3 percent of the low scoring students had been identified as scheduled to receive remedial education services. When these educational needs were analyzed along ethnic/racial lines, the condition of Black students was even more critical.

INTRODUCTION

The Washington State Legislature created the first state Remediation Assistance Program during the 1979 legislative session. Designed as an extension and supplement to the federal compensatory education programs, it was anticipated at the time that additional federal funds would become available to states offering their own basic skills remediation programs. The additional federal funding failed to materialize; however, the state Remediation Assistance Program has continued in several forms.

The intent of the 1979 legislation was that a state Remediation Assistance Program serve the needs of students in the 2nd through the 6th grades, and such a program was supported by funding from 1979 to 1981. During the 1981 legislative session funding for basic skills remediation was combined with other categorical funding as block grants to be used to support discretionary programs. This block grant appropriation was significantly lower than the sum of the appropriations when programs were separately funded.

In response to this reduced funding the Seattle School District, joined by other concerned districts and professional associations, sued the state for alleged failure to fully fund education programs established by the state as "necessary to meet the current needs of the children of this State pursuant to Article IX, Section 1 and 2, of the Washington Constitution."

In a declaratory judgment, issued September 7, 1983, Judge Robert Doran ruled in favor of Seattle and directed the legislature to define and provide full funding for the Remediation Assistance Program necessary to meet the requirements of the governing statutes by July 1, 1984. In response to the Doran decision, the legislature in the 1984 session again provided separate funding for the Remediation Assistance Program to begin with the 1984-85 school year for the grades 2-6 program. It is important to note that while there was no state supervised remediation program from school years 1981-82 to 1983-84, many districts continued to provide remediation services using a portion of their state block grant funds.

The 1984 Washington State Legislature initially created a state level Remediation Assistance Program to serve children with low achievement in grades 2-6. Subsequent to the creation of the 2-6 remediation program, the legislature, late in the session, extended the program to grades 7-9. Because the 2-6 application and review process was already under way, a separate and abbreviated application for the 7-9 program was used. In some cases the lateness of the authorization for the 7-9 component resulted in either delays in the initiation of district programs at the upper grades or programs that were only offered during the second half of the year. The 1984-85 Remediation Assistance Program has been described in the 1985 Remediation Assistance Program Annual Report and Evaluation: Grades 2-6 and Grades 7-9.

The 1985-86 state funded remediation services were essentially the same as those offered in 1984-85. Separate legislative authorizations again governed the 2-6 and 7-9 programs and districts were required to submit appropriate applications to the Support Services and Programs Section of the Division of Special Services and Professional Programs.

TABLE 1

REMEDIATION ASSISTANCE PROGRAM: NUMBER OF DISTRICTS OFFERING STATE FUNDED PROGRAMS BY GRADE LEVELS 1985-86

GRADE RANGE	NUMBER
NO PROGRAM	27
2-6 ONLY	90
7-9 ONLY	2
2-9	179
2-6, 7-9, or 2-9	271
TOTAL	**298**

Following the review and approval of applications for the 1985-86 school year, state funds were allocated and programs were implemented in 271 of the state's 298 school districts (see Table 1). This represented a decrease of 7 districts from the previous year. Ninety, primarily small, districts developed programs that served only students at the elementary grade levels (2-6) while 179 districts conducted programs at both grades 2-6 and 7-9. Two districts offered only a 7-9 program. Twenty-seven districts chose not to operate state supported programs. (See Appendix A for list of districts not offering programs.)

State level supervision and monitoring of the Remediation Assistance Program is provided by the Support Services and Programs Section of the Division of Special Services and Professional Programs. Monitoring activities are conducted by 4 staff members. The supervision and monitoring of the Remediation Assistance Program comprises only a small part of the professional responsibilities of these staff members with program supervision equal to .1 of a full-time equivalent position and monitoring activities equal to .3 of a full-time equivalent position. During the 1985-86 school year remediation programs in 72 school districts were monitored. Those districts monitored during 1985-86 are listed in Appendix B. An illustration of a monitoring report form is included as Appendix C.

END-OF-YEAR REPORT

The Washington Administrative Code (WAC), sections 392-162-105 and 392-162-110, requires districts operating state funded Remediation Assistance Programs at grades 2-6 to use the Title I Evaluation and Reporting System[1] to evaluate educational achievement in their programs. The results of these evaluations, together with end-of-year reports, are to be reported to the Office of Superintendent of Public Instruction annually. The reporting requirements for the 7-9 programs are contained in WAC sections 392-140-055 and 392-140-056. See Appendix D for copies of the appropriate sections of the WAC.

TABLE 2

REMEDIATION ASSISTANCE PROGRAM: NUMBER OF DISTRICTS WITHOUT END-OF-YEAR DATA BY GRADES SERVED AND GRADES NOT REPORTED ON FOR 1985-86

GRADES SERVED	NUMBERS OF PROGRAMS	GRADES NOT REPORTED ON		
		2-6	7-9	2-9
2-6 ONLY	90	4	—	—
7-9 ONLY	2	—	0	—
2-9	179	0	6	4
TOTAL	**271**	**4**	**6**	**4**

All descriptions and conclusions from the state level data should be used with caution because of the following limitations. Not all districts that operated state-funded remediation programs submitted end-of-year reports. Fourteen districts failed to report on their 2-6 and/or 7-9 programs or their data were received too late to be included in the analyses. Table 2 details the pattern. Four of the 90 districts that only operated grades 2-6 programs did not provide end-of-year data. Since these were small programs the resulting missing data do not seriously affect the state level data reported here. The problem is more serious for grades 7-9 where data are missing for 10 of the 179 districts, including larger programs operated by Issaquah and Lake Washington. This is the second year that Lake Washington has failed to submit the required

[1] The Title I Evaluation and Reporting System (TIERS) is now referred to as the Chapter 1 Evaluation and Reporting System (CHIERS).

end-of-year report for its 7-9 program. Of the 179 districts that operated a 2-9 program, 4 failed to submit an end-of-year report for the entire program. Although data were missing for parts, or all, of the programs run by 14 districts, this is a considerable improvement over 1984-85 where data were missing for 40 districts. The districts for which end-of-year data were not available are shown in Appendix E.

Numbers of Students Served

The distribution of numbers of students served in programs, as shown in Table 3, reflects the variability in size among the districts of the state. Two districts (Seattle and Spokane) offered programs serving more than 1,000 students, 7 districts served between 500 and 999 students, and 49 served fewer than 10. The remainder of programs were fairly evenly distributed between these extremes.

TABLE 3

REMEDIATION ASSISTANCE PROGRAM: NUMBERS OF DISTRICTS REPORTING PROGRAMS OF VARIOUS SIZES 1985-86

NUMBERS OF STUDENTS SERVED	NUMBER OF DISTRICTS
1,000 OR MORE	2
500 TO 999	7
100 TO 499	58
50 TO 99	50
25 TO 49	51
10 TO 24	46
1 TO 9	49
TOTAL	**263**

As can be seen in Table 4, more than 72 percent of the students served in the Remediation Assistance Program were served in grades 2-6, with slightly more served in 2nd grade than at any other level. Of all the students reported enrolled in the program, the numbers are fairly even through 5th grade. Thereafter, grade level enrollment in the program systematically declines. The result, as the data of Table 4 show, is that the number of students served at a grade level expressed as a percent of all students at that grade level decreases dramatically beyond grade 5. Where 8.3 percent of the 4th grade students in the state received some basic skills remedial help through the state program, only 3.5 percent of the 9th grade students received such help. It should be noted that districts are restricted to serving no more students in the 2-6 grade level programs than the numbers used to generate funds, but the numbers of low scoring students exceeds the numbers served. The need for additional services will be addressed in the final section of this report.

TABLE 4

REMEDIATION ASSISTANCE PROGRAM: REPORTED UNDUPLICATED COUNT OF STUDENTS SERVED BY GRADE LEVEL 1985-86

GRADE LEVEL	NUMBER SERVED[1]	PERCENT/GRADE OF STATE[2]	PERCENT OF RAP[3]
2	4,747 (8.3)	12.8	16.7
3	4,181 (7.4)	12.6	14.7
4	4,128 (7.8)	11.9	14.5
5	4,051 (7.7)	11.8	14.2
6	3,399 (6.4)	11.9	11.9
2-6	**20,506 (7.5)**	**60.9**	**72.1**
7	2,977 (5.5)	12.1	10.5
8	2,732 (4.9)	12.6	9.6
9	2,233 (3.5)	14.5	7.8
7-9	**7,942 (4.5)**	**39.1**	**27.9**
2-9	**28,448 (6.4)**	**100.0**	**100.0**

[1]The values in parentheses express the number of students reported served at a grade level as a percent of all students reported enrolled at that grade level on the October 1, 1985, enrollment count.

[2]These values express the total number of all students enrolled at particular grade levels as a percent of all students enrolled in grades 2-9 based upon the October 1, 1985, enrollment count.

[3]These values express the number reported served at a grade level as a percent of all students reported served in the Remediation Assistance Program.

The state Remediation Assistance Program provides services to students in the three academic areas of reading, mathematics, and language. Table 5 shows the duplicated count of students served at the two major grade level groups by the basic skills subject areas. At the 2-6 level more students are served in mathematics than in either of the other two subjects. Only 10.2 percent of the students reported served in grades 2-6 received assistance in the language area while that percentage goes up to 30.0 percent in grades 7-9. Overall, 54.0 percent of the students served in grades 2-9 received assistance in mathematics, 40.2 percent in the reading area, and 15.7 percent in language.

Of the 28,448 students served (unduplicated count) in the program, the maximum number receiving help through the remediation program in more than one subject area would be 2,832[1] or 10.0 percent. However, some of the students served in one subject area in a remediation assistance program were also served in a different subject area through some other program such as the federally funded Chapter 1 compensatory education program. A separate study[2] of this phenomenon showed that of the 28,618 students served in the Remediation Assistance Program in 1984-85, 5,230 were also served in Chapter 1, 690 in Chapter 1 Migrant, 639 in Special Education, and 519 in Bilingual programs.

TABLE 5

REMEDIATION ASSISTANCE PROGRAM: REPORTED DUPLICATED COUNT OF STUDENTS SERVED BY SUBJECT AND GRADE LEVEL GROUPS 1985-86

	SUBJECT		
GRADE LEVEL	READING	MATHEMATICS	LANGUAGE
2-6	8,136 (39.7)[1]	12,245 (59.7)	2,083 (10.2)
7-9	3,305 (41.6)	3,128 (39.4)	2,383 (30.0)
2-9	**11,441 (40.2)**	**15,373 (54.0)**	**4,466 (15.7)**

[1]The figures in parentheses express the number of students reported served in a subject at particular grade levels as a percent of the total unduplicated count of students served at these levels.

Table 6 portrays remediation services by grade level in greater detail. For the students receiving assistance in reading across grades 2-9, over 20 percent of that assistance is provided at 2nd grade. In reading about 71 percent of the service is provided in the 2-6 program while in mathematics it is about 80 percent. In the language area the proportion of service provided at the 2-6 and 7-9 levels is about the same, 46.6 percent and 53.4 percent respectively.

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[1]This number represents the difference between the duplicated and unduplicated counts.

[2]Plato, K.C., et al, A Study of Categorical Program Participation of Chapter 1 Students, Final Report Contract No. 400-86-0027 OERI, USDE, September 30, 1986.

TABLE 6

REMEDIATION ASSISTANCE PROGRAM: REPORTED DUPLICATED COUNT OF STUDENTS SERVED BY SUBJECT AND GRADE LEVEL 1985-86

GRADE LEVEL	SUBJECT		
	READING	MATHEMATICS	LANGUAGE
2	2,370 (20.7)[1]	2,456 (16.0)	418 (9.4)
3	1,722 (15.1)	2,436 (15.8)	398 (8.9)
4	1,562 (13.7)	2,543 (16.5)	421 (9.4)
5	1,350 (11.8)	2,664 (17.3)	458 (10.3)
6	1,132 (9.9)	2,146 (14.0)	388 (8.7)
2-6	**8,136 (71.1)**	**12,245 (79.7)**	**2,083 (46.6)**
7	1,250 (10.9)	1,411 (9.2)	659 (14.8)
8	1,057 (9.2)	1,138 (7.4)	808 (18.1)
9	998 (8.7)	579 (3.8)	916 (20.5)
7-9	**3,305 (28.9)**	**3,128 (20.3)**	**2,383 (53.4)**
2-9	**11,441 (100.0)**	**15,373 (100.0)**	**4,466 (100.0)**

[1] The values in parentheses express the numbers of students reported served at a grade level or levels as a percent of all students reported served in the particular subject.

Gender and Ethnic/Racial Characteristics of Students

The Washington Administrative Code, sections 392-162-110 and 392-140-055, requires the reporting of the numbers of students served by ethnicity and gender as well as by grade level and basic skill area. The unduplicated enrollment counts by ethnic/racial subgroups are shown in Table 7. Two points of comparison are presented in this table: the percentage that a particular ethnic/racial group represents among all students in grades K-12 for 1985-86 and the number of students in an ethnic/racial group served in the state remediation program expressed as a percent of all students served in the program. Generally, American Indian/Alaskan Native, Black, and Hispanic students are almost twice as likely to be served in the remediation program as their numbers in the overall population of students would predict. However, differential basic skills achievement performance of the various ethnic/racial groups suggests the reasonableness of this pattern. Table 8 shows the numbers of students in each ethnic/racial group having test scores in the bottom three stanines on the state achievement tests at grades 4, 8, and 10 in October of 1985 expressed as percents of all low scoring students at those grade levels.

TABLE 7

REMEDIATION ASSISTANCE PROGRAM: REPORTED UNDUPLICATED ENROLLMENT COUNT BY ETHNIC/RACIAL CATEGORY 1985-86

ETHNIC/RACIAL GROUP	RAP ONLY POPULATION NUMBER	RAP ONLY POPULATION PERCENT	PERCENT OF SCHOOL POPULATION[1]
AMERICAN INDIAN	1,150	4.0	2.3
ASIAN	977	3.4	4.7
BLACK	1,857	6.5	3.8
HISPANIC	2,122	7.5	4.0
WHITE	22,342	78.5	85.2
TOTAL (100)	28,448	100.0	100.0

[1]Based upon all students enrolled in grades K-12 for 1985-86.

TABLE 8

REMEDIATION ASSISTANCE PROGRAM: PERCENTAGES OF STUDENTS SCORING IN BOTTOM THREE STANINES (PERCENTILE RANK OF 23 OR LESS)[1] BY ETHNIC/RACIAL GROUP AND SEX 1985-86

ETHNIC/RACIAL GROUP	SUBTEST								
	READING			MATHEMATICS			LANGUAGE		
	4TH	8TH	10TH	4TH	8TH	10TH	4TH	8TH	10TH
AMERICAN INDIAN	3.4	6.5	5.0	3.2	6.6	5.0	3.2	6.6	5.1
ASIAN	5.7	6.9	9.7	3.6	3.2	4.4	4.3	3.9	6.1
BLACK	7.6	7.2	7.1	8.1	7.4	7.4	6.5	6.1	5.6
HISPANIC	7.3	6.9	5.1	6.6	5.9	4.8	6.6	5.2	3.9
WHITE	76.0	72.5	73.2	78.5	76.9	78.4	79.4	78.2	79.4
MALE	59.4	59.9	62.2	54.1	54.5	52.4	63.9	67.5	68.0
FEMALE	40.6	40.1	37.8	45.9	45.5	47.6	36.1	32.5	32.0

[1]This classification is based upon the performance of students on the Fall 1985 administration of the Metropolitan Achievement Tests, Sixth Edition (MAT6), administered to all 4th, 8th, and 10th grade students as part of the Washington Statewide Assessment Program.

Comparing Tables 7 and 8 shows the following relationships. American Indian/Alaskan Native children make up 2.3 percent of the school population but represent 3.2 to 6.6 percent of the students scoring low in achievement. Black children make up 3.8 percent of the students but represent 5.6 to 8.1 percent of those scoring low. In both cases the numbers of these two groups being served in the Remediation Assistance Program are somewhat smaller than what might be expected given their pattern of low achievement. Asian/Pacific Islander students make up 4.7 percent of the school population and represent between 3.2 to 9.7 percent of the low scoring students while constituting 3.4 percent of the students served. Hispanic students are 4.0 percent of the population and between 3.9 to 7.3 percent of those scoring low. In terms of services delivered, Hispanic students received 7.5 percent.

It would appear, given the limited remediation services available, that American Indian/Alaskan Native, Black, and, to a lesser extent, Asian children are being proportionately "under served" in the Remediation Assistance Program given their need as measured by the tests that are used to drive the funding formula.

Table 9 reports the unduplicated enrollment count for gender by grade level. Enrollment data for the state show that males generally make up 51 to 52 percent of the students in a grade level for grades 2-9. By way of contrast, in the remediation program, males make up 54.5 percent of those served in grades 2-6 and 59.1 percent in grades 7-9. Males are generally perceived to lag behind females in achievement, particularly during the early years of schooling. The results from the October, 1985 state testing program (see Table 8) show the performance of males to be below that of females in reading, mathematics, and language at grades 4, 8, and 10. This differential performance is consistent with the disproportionate enrollment in the state remediation program, but gender data collected by both grade level and basic skills subject area would be more informative on this issue.

TABLE 9

REMEDIATION ASSISTANCE PROGRAM: REPORTED UNDUPLICATED ENROLLMENT COUNT BY GENDER AND GRADE LEVEL 1985-86

	MALE			FEMALE			TOTAL
GRADE LEVEL	NUMBER SERVED	PERCENT SERVED[1]	PERCENT STATE[2]	NUMBER SERVED	PERCENT SERVED	PERCENT STATE	NUMBER SERVED
2	2,622	55.2	51.4	2,125	44.8	48.6	4,747
3	2,262	54.1	51.2	1,919	45.9	48.8	4,181
4	2,220	53.8	51.3	1,908	46.2	48.7	4,128
5	2,197	54.2	51.7	1,854	45.8	48.3	4,051
6	1,878	55.3	51.5	1,521	44.7	48.5	3,399
2-6	**11,179**	**54.5**	**51.4**	**9,327**	**45.5**	**48.6**	**20,506**
7	1,726	58.0	51.3	1,251	42.0	48.7	2,977
8	1,589	58.2	51.4	1,143	41.8	48.6	2,732
9	1,382	61.9	51.8	851	38.1	48.2	2,233
7-9	**4,697**	**59.1**	**51.5**	**3,245**	**40.9**	**48.5**	**7,942**
2-9	**15,876**	**55.8**	**51.5**	**12,572**	**44.2**	**48.5**	**28,448**

[1]The "percent served" for male and female express the number reported served as a percent of the total number reported served at each grade level.

[2]The "percent state" for male and female reflects the proportion of males and females enrolled at each grade level on October 1, 1985.

Staff Positions Supported and Other Program Characteristics

As would be expected, teaching staff positions were the ones most commonly supported with Remediation Assistance Program funds. Seventy-two percent of the districts reported that some part of one or more Remediation Assistance Program teaching staff positions were supported by state or non-state funds, with the average for those districts being 3.0 headcount positions supported. Likewise, 74 percent of the districts supported some part of one or more teacher aide positions in conjunction with their remediation program. Table 10 gives the complete results for both the certificated and non-certificated headcount positions supported.

TABLE 10

REMEDIATION ASSISTANCE PROGRAM: STAFF POSITIONS (HEADCOUNT) REPORTED SUPPORTED BY RAP AND NON-RAP FUNDS 1985-86

STAFF POSITION	TOTAL HEADCOUNT	NUMBER OF DISTRICTS[1]	AVERAGE HEADCOUNT
ADMINISTRATOR	109	91 (34.6)	1.2
TEACHER	570	190 (72.2)	3.0
COUNSELOR/SUPPORT SPECIALIST	12	7 (2.7)	1.7
CURRICULUM SPECIALIST	29	18 (6.8)	1.6
CERTIFICATED	**720**		
TEACHER AIDE/TUTOR	963	194 (73.8)	5.0
SECRETARY/CLERK	51	41 (15.6)	1.2
OTHER	3	3 (1.1)	1.0
NON-CERTIFICATED	**1,017**		
TOTAL	**1,737**		

[1]The values in parentheses express the number of districts as a percentage of the 263 districts reporting end-of-year data.

Table 11 shows the staff positions supported by state Remediation Assistance Program funds only, expressed in terms of full-time equivalents (FTEs). Slightly more than 68 percent of the districts reporting end-of-year data used state funds to support teaching positions, with there being an average of 1.1 full-time equivalents supported in those districts. There were 1.3 full-time equivalent teacher aide positions on the average supported in 73 percent of the districts using only state funds for such support. Non-state funds were used less frequently as can be seen in the analogous sections of Table 12.

TABLE 11

REMEDIATION ASSISTANCE PROGRAM: FULL-TIME EQUIVALENT STAFF POSITIONS REPORTED SUPPORTED BY RAP FUNDS 1985-86

STAFF POSITION	TOTAL FTE	NUMBER OF DISTRICTS[1]	AVERAGE FTE
ADMINISTRATOR	8.7	48 (18.3)	0.2
TEACHER	193.2	180 (68.4)	1.1
COUNSELOR/SUPPORT SPECIALIST	1.0	1 (0.4)	1.0
CURRICULUM SPECIALIST	8.1	12 (4.6)	0.7
CERTIFICATED	**211.0**		
TEACHER AIDE/TUTOR	253.4	192 (73.0)	1.3
SECRETARY/CLERK	7.4	27 (10.3)	0.3
OTHER	0.7	2 (0.8)	0.3
NON-CERTIFICATED	**261.5**		
TOTAL	**472.5**		

[1] The values in parentheses express the number of districts as a percentage of the 263 districts reporting end-of-year data.

TABLE 12

REMEDIATION ASSISTANCE PROGRAM: FULL-TIME EQUIVALENT STAFF POSITIONS REPORTED SUPPORTED BY NON-RAP FUNDS 1985-86

STAFF POSITION	NON-RAP TOTAL FTE	NUMBER OF DISTRICTS[1]	NON-RAP AVERAGE FTE
ADMINISTRATOR	22.5	56 (21.3)	0.4
TEACHER	81.7	52 (19.8)	1.6
COUNSELOR/SUPPORT SPECIALIST	1.2	6 (2.3)	0.2
CURRICULUM SPECIALIST	12.2	9 (3.4)	1.4
CERTIFICATED	**117.6**		
TEACHER AIDE/TUTOR	51.0	29 (11.0)	1.8
SECRETARY/CLERK	5.6	19 (7.2)	0.3
OTHER	0.9	1 (0.4)	0.9
NON-CERTIFICATED	**57.5**		
TOTAL	**175.1**		

[1] The values in parentheses express the number of districts as a percentage of the 263 districts reporting end-of-year data.

Districts used several types of organizational schemes to provide assistance to students. These methods are referred to as service models and are briefly described in Appendix F. Across all subject areas the "limited pull-out" model was most popular, but particularly in reading and mathematics where 68.6 percent of the students were served in this manner. The "in-class" model was used with about 19 percent of all students. Table 13 shows the numbers of students served by the different models in each of the subject areas.

TABLE 13

REMEDIATION ASSISTANCE PROGRAM: DUPLICATED ENROLLMENT COUNT BY SERVICE MODEL AND SUBJECT 1985-86

	SUBJECT			
MODEL	READING	MATHEMATICS	LANGUAGE	TOTAL
ADD-ON	8 (0.1)[1]	0 (0.0)	0 (0.0)	8 (0.0)
IN-CLASS	1,626 (14.2)	3,153 (20.5)	1,157 (25.9)	5,936 (19.0)
EXTENDED PULL-OUT	216 (1.9)	53 (0.3)	15 (0.3)	284 (0.9)
LOCALLY DEVELOPED	1,185 (10.4)	150 (1.0)	24 (0.5)	1,359 (4.3)
LIMITED PULL-OUT	7,447 (65.1)	10,943 (71.2)	2,254 (50.5)	20,644 (66.0)
REPLACEMENT	862 (7.5)	944 (6.1)	970 (21.7)	2,776 (8.9)
MISSING DATA	97 (0.8)	130 (0.8)	46 (1.0)	273 (0.9)
TOTAL	**11,441**	**15,373**	**4,466**	**31,280**

[1] The values in parentheses express the numbers of students reported served by a model as a percentage of all students reported served in the particular subject.

STUDENT ACHIEVEMENT DATA

Program guidelines require that the educational achievement of students served in the Remediation Assistance Program be evaluated using the Title I Evaluation and Reporting System (TIERS). This system includes a set of uniform procedures for measuring student achievement and is used to evaluate the compensatory education program funded under Chapter 1 of the Education Consolidation and Improvement Act (ECIA). The TIERS has been used for the evaluation of Chapter 1 programs in Washington State since 1977.

Although there are several TIERS models, in Washington all school districts used Model A for their 1985-86 Chapter 1 evaluation, and it is the model specified for use in the Remediation Assistance Program. When using Model A, a district selects a standardized achievement test that will be used to collect pre- and posttest measures from the students served in the program. Performance on the test is converted to a common metric or unit called a normal curve equivalent (NCE) which is then used to compare the change in achievement between the pre- and posttest. The technical characteristics of NCE units allow them to reflect academic changes associated with instruction received in addition to the regular program. Normal achievement growth over time will result in zero units of NCE change. With extra instructional help provided through the Remediation Assistance Program, students are expected to make more than "normal" growth, that is to catch up, and this should be seen in a Model A evaluation as NCE gains.

Numbers of Students Tested and Test Intervals

Even with the best Model A evaluation design there will likely be some students for whom complete achievement data are missing. A student might begin a remediation program and then for some reason abruptly leave or a student new to the district in mid-year might be placed in the program after most students had begun receiving services. The Model A evaluation design calls for the pre- and posttest measures to be collected within two weeks on either side of the test's empirical norm dates. When a student enters or leaves a program at a time of year quite discrepant from the norming dates, the quality of the measures collected can be questioned. Since most students do enter the remediation programs in early fall and remain in the program for the full year, achievement data on large numbers of the students served are expected.

Table 14 displays the number of students tested across grade levels for each test interval and basic skill area. In addition, for each subject area and grade level group, the percentage of students served for whom both pre- and posttest achievement data were reported is given. Looking at the 2-6 grade levels it can be seen that 68.0, 65.9, and 56.7 percent of the students served in reading, mathematics, and language respectively were tested with both a pre- and posttest. At the 7-9 grade levels the corresponding percents were 61.9, 57.9, and 65.0. Overall, the percentage of students for whom complete test data were reported remains less than satisfactory. None-the-less, the absolute numbers of students tested in the remedial program are substantial and give very stable estimates of the programs effects on student achievement gains.

TABLE 14

REMEDIATION ASSISTANCE PROGRAM: NUMBER OF STUDENTS REPORTED TESTED BY SUBJECT, TEST INTERVAL, AND GRADE LEVEL 1985-86

SUBJECT	TEST INTERVAL	GRADE LEVELS 2-6	7-9	2-9
READING	FALL-SPRING	4,255 (77.0)[1]	1,062 (51.9)	5,317 (70.2)
	SPRING-SPRING	1,274 (23.0)	984 (48.1)	2,258 (29.8)
	BOTH INTERVALS	**5,529 (68.0)[2]**	**2,046 (61.9)**	**7,575 (66.2)**
MATHEMATICS	FALL-SPRING	6,391 (79.1)[1]	1,485 (82.0)	7,876 (79.7)
	SPRING-SPRING	1,684 (20.9)	326 (18.0)	2,010 (20.3)
	BOTH INTERVALS	**8,075 (65.9)[2]**	**1,811 (57.9)**	**9,886 (64.3)**
LANGUAGE	FALL-SPRING	890 (75.3)[1]	1,285 (82.9)	2,175 (79.6)
	SPRING-SPRING	292 (24.7)	265 (17.1)	557 (20.4)
	BOTH INTERVALS	**1,182 (56.7)[2]**	**1,550 (65.0)**	**2,732 (61.2)**
TOTALS		**14,786 (65.8)[3]**	**5,407 (61.3)**	**20,193 (64.6)**

[1] The values in parentheses in this part of the table express the number reported tested for a particular test interval as a percent of all students reported tested in the corresponding subject at a grade level.

[2] The values in parentheses for these rows express the number reported tested as a percent of the duplicated enrollment count reported for this subject, i.e., the percent of students served who had complete test data.

[3] The values in parentheses for this row express the number reported tested as a percent of the total duplicated enrollment count across subjects for a particular grade span.

Table 14 also shows that the most common time interval between pre- and posttests when using a Model A evaluation remains the fall-spring cycle. The only exception to this pattern is the approximately equal use of the fall-spring and spring-spring intervals in reading at the 7-9 grade levels. In all other cases the fall-spring interval was used for more than 70 percent of the students.

Achievement Gains

The data of Table 15 show achievement gains for all test intervals, across each grade level group, for the three basic skill areas. Several general patterns emerge from these data. Fall-spring testing shows greater gains than does the spring-spring cycle across both grade levels and subject areas. The fall-spring cycle shows almost twice the magnitude of gain across the three subjects at the 2-6 grade level than at the 7-9 level. The spring-spring testing for reading and mathematics showed about the same level of gain for 2-6 as the 7-9 level. However, the spring-spring results for language in grades 2-6 was three times the magnitude of gain at the 7-9 grade level. Overall, the greatest gains were shown in the largest subject program, mathematics, where students averaged 11.6 units of NCE improvement. This 11.6 units of NCE gain is roughly equivalent to improving their mathematics achievement from an average national percentile rank of 18 to a percentile rank of 35.

The data of Table 15 suggest that the Remediation Assistance Program had a positive impact on the improvement of student achievement for those students reported. Improvement in reading, mathematics, and language was particularly apparent when measured from fall-spring and slightly less so from spring-spring for mathematics and language. These achievement gains suggest that in this, the second year of the new Remediation Assistance Program, the impact on student achievement was again meaningful and consistent across basic skills subject areas.

TABLE 15

REMEDIATION ASSISTANCE PROGRAM: PRETEST-POSTTEST NCE GAINS
BY SUBJECT, TEST INTERVAL, AND GRADE LEVEL 1985-86

SUBJECT	TEST INTERVAL	GRADE LEVELS 2-6	7-9	2-9
READING	FALL-SPRING	11.9 (4,255)[1]	6.1 (1,062)	10.8 (5,317)
	SPRING-SPRING	3.4 (1,274)	3.7 (984)	3.5 (2,258)
	BOTH INTERVALS	**10.0 (5,529)**	**4.9 (2,046)**	**8.6 (7,575)**
MATHEMATICS	FALL-SPRING	13.9 (6,391)	7.7 (1,485)	12.8 (7,876)
	SPRING-SPRING	7.2 (1,684)	5.5 (326)	6.9 (2,010)
	BOTH INTERVALS	**12.5 (8,075)**	**7.3 (1,811)**	**11.6 (9,886)**
LANGUAGE	FALL-SPRING	12.4 (890)	6.2 (1,285)	8.8 (2,175)
	SPRING-SPRING	9.5 (292)	3.1 (265)	6.5 (557)
	BOTH INTERVALS	**11.7 (1,182)**	**5.7 (1,550)**	**8.3 (2,732)**
TOTALS		**11.5 (14,786)**	**5.9 (5,407)**	**10.0 (20,193)**

[1] The values in parentheses represent the reported numbers of students' test scores used in calculation of the corresponding gain.

FUTURE NEEDS

Although the 1985-86 program provided services to over 28,000 students, data from the Washington Statewide Assessment Program suggest additional needs for remediation services. As a part of the annual basic skills assessment at grades 4, 8, and 10 data are collected about students participation in special programs as well as information about their achievement levels.

Over 8,000 students in each of the three grade levels, for each of the basic skills areas assessed, scored at or below the performance of the bottom 23 percent of the students who participated in the 1984 norming of the Metropolitan Achievement Tests, Sixth Edition (MAT6). Those findings are shown in Table 16. The table also shows the number and percent of those low scoring students who were scheduled to receive some form of compensatory or remedial services through the federal ECIA Chapter 1 or Chapter 1 Migrant programs or the state funded Remediation Assistance Program. As can be seen, 31.5 percent of the students scoring low in reading at the beginning of 4th grade had been scheduled for compensatory services of one kind or another. However, only 0.8 percent of the students scoring low in mathematics at the beginning of 10th grade were scheduled to receive federally funded services. The scheduled services in reading and language at grade 10 were not much greater.

Across all three grade levels there were a number of students scheduled to receive services who did not rank among the lowest scoring students on the fall testing. This discrepancy suggests that greater care must be exercised in the identification and selection of students that are to receive additional help in basic skills. However, even if all of the students scheduled to receive the special remedial help through federal or state programs were among the low scoring group on the MAT6, only 54.9 percent of the students scoring low in reading at grade 4 could have been served. The situation in mathematics at grade 10 was the worst, with a potential low service group that could only have equaled 1.4 percent of the low scoring students.

TABLE 16

REMEDIATION ASSISTANCE PROGRAM: LOW SCORING STUDENTS AND NUMBERS SCHEDULED TO BE SERVED IN COMPENSATORY EDUCATION PROGRAMS 1985-86

GRADE LEVEL	SUBTEST[1]	NUMBER SCORING LOW[2]	NUMBER LOW SERVED IN COMP. ED.[3]	PERCENT LOW SERVED IN COMP. ED.	NUMBER LOW AND NON-LOW SERVED IN COMP. ED.	MAXIMUM PERCENT POSSIBLE
4	RD	9,344	2,944	31.5	5,133	54.9
	MA	8,367	1,582	18.9	3,345	40.0
	LA	9,774	495	5.1	908	9.3
8	RD	8,329	877	10.5	1,551	18.6
	MA	9,750	686	7.0	1,132	11.6
	LA	9,439	492	5.2	989	10.5
10	RD	7,887	170	2.2	326	4.1
	MA	9,279	72	0.8	127	1.4
	LA	10,373	172	1.7	358	3.5

[1] The subtests are Total Reading (RD), Total Mathematics (MA), and Total Language (LA) on the Metropolitan Achievement Tests, Sixth Edition (MAT6) used in the annual state assessment program.

[2] Low students are those who would rank among the bottom 23 percent of students in the national 1984 norm or comparison group.

[3] Compensatory education refers to services in the subject area delivered through a Chapter 1, Chapter 1 Migrant, or a Remediation Assistance Program at grades 4 and 8 and Chapter 1 or Chapter 1 Migrant at grade 10.

[4] These figures represent the percentages of low scoring students who could have been served if all students served were among the low scoring group. These figures reflect the maximum number of greatest need students who could have been served with 1985-86 federal and state compensatory education resources.

The data of Table 16 suggest that there are large numbers of low scoring students who need additional help but are not now receiving that help. This is particularly true in the upper grades as the data for grade 10 show. Table 17 portrays the problem in additional detail. While there is substantial need for additional remedial services overall, the problem is acute for Black students. The percentage of low scoring Black students receiving additional services at 4th and 8th grade in reading is comparable to the other racial groups. However, in all other cases the percent of academically needy Black students receiving extra help drops dramatically. This is particularly so in grade 10 where 0.5 percent or less of the needy Black students were scheduled to receive compensatory services in reading, mathematics, or language. Low scoring Asian or Pacific Islander students in grade 10 also are critically under served.

TABLE 17

REMEDIATION ASSISTANCE PROGRAM: PERCENT OF LOW SCORING STUDENTS[1] SERVED IN A FEDERAL OR STATE COMPENSATORY EDUCATION PROGRAM[2] BY ETHNIC AND SEX GROUP 1985-86

	READING			MATHEMATICS			LANGUAGE		
GROUP	4TH	8TH	10TH	4TH	8TH	10TH	4TH	8TH	10TH
AMERICAN INDIAN	37.2	13.1	3.1	19.5	8.8	1.1	8.8	5.4	2.5
ASIAN	36.8	8.9	0.5	18.4	8.1	0.2	5.1	4.1	1.0
BLACK	42.5	7.1	0.5	28.6	3.1	0.4	4.4	1.4	0.4
HISPANIC	43.4	24.4	13.4	25.4	9.6	3.4	15.5	8.5	6.5
WHITE	34.4	9.4	1.7	20.4	7.0	0.7	5.0	5.3	1.5
TOTAL[3]	**35.9**	**10.5**	**2.2**	**21.3**	**7.0**	**0.8**	**5.8**	**5.2**	**1.7**
MALE	31.0	10.6	2.1	17.9	7.7	0.8	5.2	5.1	1.6
FEMALE	32.3	10.4	2.2	20.1	6.2	0.8	4.8	5.5	1.8
TOTAL	**31.5**	**10.5**	**2.2**	**18.9**	**7.0**	**0.8**	**5.1**	**5.2**	**1.7**

[1] Low scoring students are defined as those with a national percentile rank equal to or lower than 23 on the respective basic skills subtest of the Metropolitan Achievement Tests, Sixth Edition (MAT6).

[2] ECIA Chapter 1, Chapter 1 Migrant, or Remediation Assistance Program at grades 4 and 8 and Chapter 1 and Chapter 1 Migrant at grade 10.

[3] The total percentages for reading, mathematics, and language at grade 4 for ethnic/racial groups and for sex groups are not the same because there were some missing ethnic/racial data codes at grade 4.

The state assessment data clearly show a pattern of need for additional remedial services for low achieving students. Although there no doubt will always be less than the desired resources to meet the remediation needs of all low performing students, those available must be allocated in an equitable manner. The disproportionate percentages of low scoring students from various ethnic/racial groups is an issue that needs to be addressed at the same time that additional support for remedial services are sought.

APPENDIX A
REMEDIATION ASSISTANCE PROGRAM: DISTRICTS NOT OFFERING STATE FUNDED PROGRAMS 1985-86

APPENDIX B
REMEDIATION ASSISTANCE PROGRAM: DISTRICTS MONITORED 1985-86

APPENDIX C
REMEDIATION ASSISTANCE PROGRAM: MONITORING REPORT FORM

APPENDIX D
REMEDIATION ASSISTANCE PROGRAM: WASHINGTON ADMINISTRATIVE CODE

APPENDIX E
REMEDIATION ASSISTANCE PROGRAM: DISTRICTS FAILING TO SUBMIT END-OF-YEAR REPORTS FOR 1985-86 AS OF 12/86

APPENDIX F
REMEDIATION ASSISTANCE PROGRAM: SERVICE MODEL DESCRIPTIONS

APPENDIX A

REMEDIATION ASSISTANCE PROGRAM: DISTRICTS NOT OFFERING STATE FUNDED PROGRAMS 1985-86

Almira
Benge
Bickleton
Camas
Damman
Endicott
Great Northern
Harrington
Hazelmere
Index
Lamont
Mount Pleasant
Mercer Island
North River
Paterson
Pullman
Queets-Clearwater
Roosevelt
Shaw
Star
Stehekin
Southside
Steptoe
Tahoma
Waterville
Wilson Creek
Wishkah Valley

APPENDIX B

REMEDIATION ASSISTANCE PROGRAM: DISTRICTS MONITORED 1985-86

Asotin (2-6 only)
Battle Ground
Bethel
Bremerton
Bridgeport
Carrolls (2-6 only)
Cascade
Castle Rock
Chehalis (2-6 only)
Clover Park (2-6 only)
Concrete
Conway (2-6 only)
Dayton
Easton
Edmonds
Elma
Evergreen (Clark)
Fife
Finley (2-6 only)
Franklin Pierce
Garfield (2-6 only)
Glenwood (2-6 only)
Grand Coulee Dam (2-6 only)
Granger
Green Mountain
Griffin
Highland
Highline
Hockinson
Kahlotus (2-6 only)
Keller (2-6 only)
Kelso
Kettle Falls
LaConner (2-6 only)
LaCrosse
Lakewood
Longview
Lyle (2-6 only)
McCleary (2-6 only)
Mead
Meridian
Methow Valley
Morton (2-6 only)
Mount Adams
Moxee
Mukilteo
Naselle-Grays River
Nooksack Valley (7-9 only)
Northport
North Thurston
Ocean Beach
Onion Creek (2-6 only)
Orchard Prairie (2-6 only)
Orient (2-6 only)
Palisades (2-6 only)
Palouse
Pasco
Renton (2-6 only)
Richland
St. John
Shoreline
Skykomish (2-6 only)
South Kitsap
Steilacoom (2-6 only)
Sumner
Sunnyside
Taholah
Toutle Lake
Union Gap
Walla Walla
Wapato
White River

APPENDIX C

REMEDIATION ASSISTANCE PROGRAM: MONITORING REPORT FORM

DETERMINATION OF STATE AND
LOCALLY FUNDED SIMILAR SERVICES

1986-87 MONITORING STANDARDS

[ ] STATE REMEDIATION ASSISTANCE PROGRAM [ ] 2-6 [ ] 7-9

[ ] LOCAL OTHER: _____ GRADES _____ - _____

LEA: _____

LEA CONTACT PERSON: _____

DATE OF VISIT: _____ MONITOR(S): _____

BUILDING(S) VISITED: _____ _____

Exception Code: 1 = Yes
2 = No
3 = Not Observed
4 = Not Applicable

A. All children participating in the program are educationally deprived.

_____ 1. All students in the program are educationally deprived as documented by placement testing.

B. The program is based on performance objectives related to educational achievement and is evaluated in a manner consistent with those performance objectives.

_____ 2. The program is diagnostic and prescriptive.

_____ 3. Written learner objectives are available for each participant and are used to monitor each individual student's progress.

_____ 4. The RAP or local program evaluation plan includes both pre- and post-tests and appropriate procedures for measuring student progress, using an acceptable nationally normed standardized achievement test.

C. The program provides supplementary service designed to meet the special educational needs of the children who are participating.

_____ 5. The RAP or local program as designed and implemented supplements and does not replace basic education funds which are provided to meet the general needs of the district or of a particular school or of a specified grade in school.

_____ 6. At the time of placement, the district notifies parents of participating students that their child has been placed in the program.

_____ 7. The student selection procedure results in program participants being those students in greatest need.

D. The LEA keeps records, and affords access to those records, as are necessary to ensure the correctness and verification of the similar services requirements.

_____ 8. At least 50 percent of the money is being used in Chapter 1 eligible buildings.

E. The SEA monitors performance under the program to ensure that the similar services requirements are met.

_____ 9. The instructional components are being implemented consistent with the approved application.

_____10. Classified instructional staff are directly supervised by certificated staff.

F. Determination of Supplemental Similar Services

_____11. Chapter 1 funds are being used to supplement local and state funds.

G. State Remediation Assistance Program Additional Requirements

_____12. No RAP moneys have been expended in activities or objects not approved on the F 1000 B - RAP.

_____13. Nationally validated programs are operated as indicated in the approved application (RAP 2-6 only).

_____14. It appears that the number of students served in the program does not exceed the number of students who generate the RAP allocation (RAP 2-6 only).

_____15. RAP instructional services in grades 2-6 are provided with a maximum student/staff ratio of 5 to 1 per session (RAP 2-6 only).

_____16. No RAP students are receiving instructional services from the Special Education program.

13.16

Chapter 392-162 WAC
SPECIAL SERVICE PROGRAM—REMEDIATION ASSISTANCE

WAC

392-162-005	Authority.
392-162-010	Purpose.
392-162-015	Definition—Basic skills.
392-162-020	Definition—Remediation assistance program.
392-162-025	Definition—Direct supervision and control.
392-162-030	Definition—Educationally deprived students.
392-162-035	Definition—Supplementary services designed to meet the special educational needs of participating students.
392-162-040	Definition—Placement test.
392-162-045	Definition—Like services.
392-162-050	Definition—Accounting manual.
392-162-055	Definition—Direct expenditure.
392-162-060	District application.
392-162-065	Board approval.
392-162-070	Content of district application.
392-162-075	Program approval.
392-162-080	Program requirement—Selection of students.
392-162-085	Program requirement—Maximum number of students.
392-162-090	Program requirement—Notification of parents.
392-162-095	Program requirement—Allowable expenditures.
392-162-100	Program requirement—Fifty percent in Chapter 1 Regular buildings—Recovery of moneys.
392-162-105	Program requirement—Program evaluation.
392-162-110	Program requirement—End of year report.
392-162-115	Monitoring of districts.

WAC 392-162-005 Authority. The authority for this chapter is RCW 28A.41.408 which authorizes the superintendent of public instruction to promulgate rules for the implementation of a program designed to provide remediation assistance to public school students in grades two through six who are deficient in basic skills achievement. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-005, filed 6/28/84.]

WAC 392-162-010 Purpose. The purpose of this chapter is to set forth policies and procedures for the administration of and to ensure district compliance with state requirements for a program designed to provide remediation assistance to public school students in grades two through six who are deficient in basic skills achievement. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-010, filed 6/28/84.]

WAC 392-162-015 Definition—Basic skills. As used in this chapter, the term "basic skills" means reading, mathematics, and language arts. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-015, filed 6/28/84.]

WAC 392-162-020 Definition—Remediation assistance program. As used in this chapter, the term "remediation assistance program" shall mean the same as "program of remediation" in RCW 28A.41.402 — namely, "assistance in the remediation of basic skills deficiencies provided to five students or less per session by a person appropriately trained for that purpose acting under the direct supervision and control of a person certified pursuant to chapter 28A.67 RCW." (See RCW 28A.67.010 which requires qualified teachers to hold a valid teacher's certificate or permit.) [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-020, filed 6/28/84.]

WAC 392-162-025 Definition—Direct supervision and control. As used in this chapter, the term "direct supervision and control" shall mean supervision of the content and method of instruction, evaluation of the effectiveness of the instruction, and such additional control as is necessary to direct the instructional program in order to provide an opportunity for student achievement. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-025, filed 6/28/84.]

WAC 392-162-030 Definition—Educationally deprived students. As used in this chapter, the term "educationally deprived students" shall mean students whose educational attainment in basic skills achievement, as documented by placement testing, is below the level that is appropriate for the student's chronological/grade level. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-030, filed 6/28/84.]

WAC 392-162-035 Definition—Supplementary services designed to meet the special educational needs of participating students. As used in this chapter, the term "supplementary services designed to meet the special educational needs of participating students" shall mean:

(1) A program of remediation; and

(2) Support services consisting of supervision, materials and supplies, and the training of administrators, teachers, aids, and tutors. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-035, filed 6/28/84.]

WAC 392-162-040 Definition—Placement test. As used in this chapter, the term "placement test" shall mean an objective test(s) administered by a district for the purpose of diagnosing the basic skills achievement levels and remediation needs of individual students. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-040, filed 6/28/84.]

WAC 392-162-045 Definition—Like services. As used in this chapter, the term "like services" shall mean

the same as "like needs" specified in RCW 28A.41.406 — namely, programs conducted pursuant to chapter 28A.13 RCW which provide services designed to meet the special educational needs of participating students. However, the term "like services" does not include communication disorder or physical or occupational therapy services if the student is receiving no other special education instruction. [Statutory Authority: RCW 28A.41-.408. 84-20-088 (Order 84-47), § 392-162-045, filed 10/2/84; 84-14-038 (Order 84-21), § 392-162-045, filed 6/28/84.]

WAC 392-162-050 Definition—Accounting manual. As used in this chapter, the term "accounting manual" shall mean the latest edition of the accounting manual for public school districts in the state of Washington issued by the superintendent of public instruction and the state auditor. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-050, filed 6/28/84.]

WAC 392-162-055 Definition—Direct expenditure. As used in this chapter, the term "direct expenditure" shall be as defined in the accounting manual glossary of terms — i.e., "those elements of expenditures which can be easily, obviously and conveniently identified with specific programs. . . ." [Statutory Authority: RCW 28A-.41.408. 84-14-038 (Order 84-21), § 392-162-055, filed 6/28/84.]

WAC 392-162-060 District application. Each district that seeks an allocation from the state for a remediation assistance program shall submit an annual application on forms provided by the superintendent of public instruction for approval. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-060, filed 6/28/84.]

WAC 392-162-065 Board approval. The district's annual application shall be approved by formal action of the district's board of directors. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-065, filed 6/28/84.]

WAC 392-162-070 Content of district application. The district's annual application shall contain the following:

(1) Planned expenditures by program activity and object;

(2) Instructional program description which describes the supplementary services designed to meet the special educational needs of the participating students;

(3) Amount of total expenditures planned for Chapter 1 Regular attendance areas (i.e., eligible buildings) as defined in WAC 392-163-230;

(4) Amount of total expenditures planned to support nationally validated program models, if any; and

(5) An assurance that no less than fifty percent of the state moneys for a remediation assistance program shall be expended in buildings determined eligible to receive Chapter 1 Regular moneys pursuant to WAC 392-163-300. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-070, filed 6/28/84.]

WAC 392-162-075 Program approval. The superintendent of public instruction shall approve each district's application which contains the information in this section. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-075, filed 6/28/84.]

WAC 392-162-080 Program requirement—Selection of students. A student selected to participate in the remediation assistance program shall meet the following requirements:

(1) The student is enrolled in any grade two through six;

(2) The student is educationally deprived;

(3) The student has been selected through a placement test; and

(4) The student is not receiving like services. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-080, filed 6/28/84.]

WAC 392-162-085 Program requirement—Maximum number of students. The total number of students (i.e., headcount) served in the remediation assistance program in one or more of the basic skill areas with state funds shall not exceed the total number of eligible students calculated per WAC 392-122-605 (2)(a). For each student served in excess of this number, the amount per pupil allocated by the state shall be recovered. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-085, filed 6/28/84.]

WAC 392-162-090 Program requirement—Notification of parents. Each district shall notify parents of participating students of the involvement of their child in the remediation assistance program. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-090, filed 6/28/84.]

WAC 392-162-095 Program requirement—Allowable expenditures. State remediation assistance program revenue shall be expended only in the allowable objects of expenditure, except capital outlay, in activities 21, 22, and 27 in Program 55, Remediation, State, Accounting Manual. If a district incurs an expenditure with state moneys for a remediation assistance program in a nonallowable object(s) or activity(ies), the amount of such nonallowable expenditure shall be recovered by the superintendent of public instruction after the end of the school fiscal year. 84-14-038 (Order 84-21), § 392-162-095, filed 6/28/84.]

WAC 392-162-100 Program requirement—Fifty percent in Chapter 1 Regular buildings—Recovery of moneys. Not less than fifty percent of state moneys provided for a remediation assistance program shall be expended by a district in attendance areas (i.e., eligible buildings) determined eligible to receive Chapter 1 Regular moneys pursuant to WAC 392-163-230. If a district incurs expenditures for more than fifty percent of

such moneys in noneligible attendance areas (i.e., buildings), the amount above fifty percent shall be recovered by the superintendent of public instruction after the end of the school fiscal year. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-100, filed 6/28/84.]

WAC 392-162-105 Program requirement—Program evaluation. The Title I Evaluation and Reporting System (TIERS) shall be used by districts to evaluate educational achievement in the remediation assistance program. The data shall be reported annually to the superintendent of public instruction on provided forms. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-105, filed 6/28/84.]

WAC 392-162-110 Program requirement—End of year report. Districts shall submit to the superintendent of public instruction at the close of the fiscal year an end of the year report on forms provided by the superintendent of public instruction which includes number of students served by grade level, basic skills area, ethnicity, and gender. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-110, filed 6/28/84.]

WAC 392-162-115 Monitoring of districts. In order to insure that school districts are meeting the requirements of this chapter, the superintendent of public instruction shall monitor district programs no less than once every three years by sampling procedures. [Statutory Authority: RCW 28A.41.408. 84-14-038 (Order 84-21), § 392-162-115, filed 6/28/84.]

WAC Chapter 392-140
Remediation Assistance Grades 7-9

NEW SECTION

WAC 392-140-042 RAP, GRADES SEVEN THROUGH NINE--APPLICABLE PROVISIONS. The provisions of WAC 392-140-042 through 392-140-066 shall be applicable to the distribution of state categorical apportionment funds to districts for the grades seven through nine remediation program established in section 509, chapter 6, Laws of 1985 1st ex. sess.

NEW SECTION

WAC 392-140-043 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--EDUCATIONALLY DEPRIVED. As used in WAC 392-140-042 through 392-140-066, the term "educationally deprived" shall mean students whose educational attainment in basic skills achievement, as documented by placement testing, is below the level that is appropriate for the student's chronological grade level.

NEW SECTION

WAC 392-140-044 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--PLACEMENT TEST. As used in WAC 392-140-042 through 392-140-066, the term "placement test" shall mean an objective test(s) administered by a district for the purpose of diagnosing the basic skills achievement levels and remediation needs of individual students.

AMENDATORY SECTION

WAC 392-140-046 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--SUPPLEMENTAL INSTRUCTIONAL ASSISTANCE. As used in WAC 392-140-042 through 392-140-066, the term "supplemental instructional assistance" shall mean instruction in reading, math, or communication skills designed and implemented consistent with supplemental service models approved for ECIA Chapter 1 Regular, i.e., classroom, limited pullout, replacement, add-on, and/or locally designed models.

AMENDATORY SECTION

WAC 392-140-047 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--LIKE SERVICES. As used in WAC 392-140-042 through 392-140-066, the term "like services" shall mean programs conducted pursuant to chapter 28A.13 RCW which provides services designed to meet the special educational needs of participating students. However, the term "like services" does not include communication disorder or physical or occupational therapy services if the student is receiving no other special education instruction.

AMENDATORY SECTION

WAC 392-140-048 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--REMEDIATION PROGRAM. As used in WAC 392-140-042 through 392-140-066, the term "remediation program" shall mean providing supplemental instructional assistance in reading, math, or communication skills to any students in grades seven through nine who are educationally deprived and who are not receiving like services in programs established in chapter 28A.13 RCW.

AMENDATORY SECTION

WAC 392-140-049 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--ELIGIBLE STUDENTS. As used in WAC 392-140-042 through 392-140-066, the term "eligible students" means students in grades seven through nine who are educationally deprived and are not receiving like services under the provisions of chapter 28A.13 RCW.

AMENDATORY SECTION

WAC 392-140-050 RAP, GRADES SEVEN THROUGH NINE--DISTRICT APPLICATION. Each district that seeks an allocation from the state for the remediation program shall submit for approval an annual application on forms provided by the superintendent of public instruction.

AMENDATORY SECTION

WAC 392-140-051 RAP, GRADES SEVEN THROUGH NINE--BOARD APPROVAL. The district's annual application shall be approved by formal action of the district's board of directors.

AMENDATORY SECTION

WAC 392-140-052 RAP, GRADES SEVEN THROUGH NINE--CONTENT OF DISTRICT APPLICATION. The district's annual application shall contain the following:

(1) Planned expenditures by program activity and object;

(2) Instructional program description which describes the supplementary services to be offered to eligible students;

(3) Estimated number of students to be served;

(4) Assurances that the total expenditure of program moneys will be for purposes specified in the statute and these administrative codes.

AMENDATORY SECTION

WAC 392-140-053 RAP, GRADES SEVEN THROUGH NINE--PROGRAM REQUIREMENT--NOTIFICATION OF PARENTS. The district shall notify parents of participating students of the involvement of their child in the remediation assistance program.

AMENDATORY SECTION

WAC 392-140-054 RAP, GRADES SEVEN THROUGH NINE--PROGRAM REQUIREMENT--ALLOWABLE EXPENDITURES. School districts shall expend remediation assistance program revenue only in the allowable objects of expenditure as specified for the remediation program on SPI Form 1000B, RAP 7-9.

AMENDATORY SECTION

WAC 392-140-055 RAP, GRADES SEVEN THROUGH NINE--PROGRAM REQUIREMENT--END OF YEAR REPORT. Districts shall submit to the superintendent of public instruction at the close of the program year an end-of-year report on forms provided by the superintendent of public instruction which includes number of students served by grade level, basic skills area, ethnicity, and gender.

AMENDATORY SECTION

WAC 392-140-056 RAP, GRADES SEVEN THROUGH NINE--PROGRAM REQUIREMENT--ANNUAL PROGRAM EVALUATION. The Title I Evaluation and Reporting System (TIERS) shall be used by districts to evaluate educational achievement of students participating in the remediation assistance program. Resulting data shall be reported annually to the superintendent of public instruction on provided forms.

AMENDATORY SECTION

WAC 392-140-057 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--DISTRICT 7-9 FTE ENROLLMENT. As used in WAC 392-140-042 through 392-140-066, the term "district 7-9 FTE enrollment" shall mean that current year enrollment reported pursuant to WAC 392-121-105(3) by the district for grades seven through nine.

AMENDATORY SECTION

WAC 392-140-058 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--DISTRICT EIGHTH GRADE RAP PERCENTAGE. As used in WAC 392-140-042 through 392-140-066, the term "district eight grade RAP percentage" shall mean the percentage of students who scored in the lowest quartile of the eighth grade basic skills test conducted in the previous school year pursuant to RCW 28A.03.360.

AMENDATORY SECTION

WAC 392-140-059 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--DISTRICT SPECIFIC LEARNING DISABLED ENROLLMENT FOR AGES TWELVE THROUGH FOURTEEN. As used in WAC 392-140-042 through 392-140-066, "district specific learning disabled enrollment for age twelve through fourteen" shall mean that current year resident district enrollment reported pursuant to WAC 392-171-406 for students whose chronological age is twelve through fourteen years inclusive.

AMENDATORY SECTION

WAC 392-140-061 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--DISTRICT GRADES SEVEN THROUGH NINE SERVICE POPULATION. As used in WAC 392-140-042 through 392-140-066, "district grades seven through nine remediation service population" shall mean the result obtained from the following calculation:

(1) Multiply the district 7-9 FTE enrollment by the district eighth grade RAP percentage;

(2) Determine the district specific learning disabled enrollment for ages twelve through fourteen which exceeds four percent of the district 7-9 FTE enrollment;

(3) Subtract the result obtained in subsection (2) of this section from the result obtained in subsection (1) of this section; and

(4) In the event the result obtained in subsection (3) of this section is a negative number, the district shall not receive moneys for the purposes of WAC 392-140-042 through 392-140-066.

AMENDATORY SECTION

WAC 392-140-062 RAP, GRADES SEVEN THROUGH NINE--DEFINITION--GRADES SEVEN THROUGH NINE PER STUDENT SUPPORT LEVEL. As used in WAC 392-140-042 through 392-140-066, the term "grades 7-9 per student support level" shall mean the per pupil allocation established in the state appropriation act for the grades seven through nine state remediation assistance program.

AMENDATORY SECTION

WAC 392-140-063 RAP, GRADES SEVEN THROUGH NINE--DISTRICT ALLOCATION. The district allocation shall be determined by the superintendent of public instruction by multiplying the result obtained in WAC 392-140-061 by the result obtained in WAC 392-140-062.

AMENDATORY SECTION

WAC 392-140-064 RAP, GRADES SEVEN THROUGH NINE--DISTRIBUTION OF STATE MONEYS FOR THE STATE REMEDIATION ASSISTANCE PROGRAM GRADES SEVEN THROUGH NINE. The superintendent of public instruction shall apportion to districts the amount calculated per district in WAC 392-140-063 in monthly payments according to the schedule depicted in RCW 28A.48.010 that shall be adjusted in intervals to reflect the changes in each district's grades seven through nine annual average full time equivalent enrollment, and the district specific learning disabled enrollment for ages twelve through fourteen which exceeds four percent of the district 7-9 FTE enrollment.

NEW SECTION

WAC 392-140-065 GENERAL PROVISION--CARRYOVER PROHIBITION. State remediation moneys shall be governed by the carryover prohibition contained in WAC 392-122-900.

NEW SECTION

WAC 392-140-066 GENERAL PROVISION--MAXIMUM CONTROL FACTOR--PRORATION. The maximum rate of allocation specified in WAC 392-140-062 will be subject to the proration provision contained in WAC 392-122-905.

APPENDIX E

REMEDIATION ASSISTANCE PROGRAM: DISTRICTS FAILING TO SUBMIT END-OF-YEAR REPORTS FOR 1985-86 AS OF 12/86*

DISTRICTS WHO RAN PROGRAMS AT GRADES 2-6 ONLY, MISSING REPORTS FOR GRADES 2-6

Centerville	Inchelium
Orchard Prairie*	Vader*

DISTRICTS WHO RAN PROGRAMS AT GRADES 2-9, MISSING REPORTS FOR GRADES 2-9

Goldendale**	Grandview
Moxee	North Beach

DISTRICTS WHO RAN PROGRAMS AT GRADES 2-9, MISSING REPORTS FOR GRADES 7-9

Centralia	Issaquah
Lake Washington*	Oakville
Sedro Woolley	Wahluke

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*These districts also failed to submit the respective reports for the 1984-85 reporting year.

**The district records were lost in a fire at the middle school.

APPENDIX F

REMEDIATION ASSISTANCE PROGRAM: SERVICE MODEL DESCRIPTIONS

CLR (In-Class). Using this model, RAP services are provided in the student's regular classroom. These services must be in addition to the student's regular instruction in the subject area needing remediation and provided only to RAP students by either RAP funded classified staff working under the supervision of, or certificated staff working in coordination with, the regular classroom teacher.

LPO (Limited Pull-Out). Using this model, the student's RAP remedial service is in a location other than his/her regular classroom, and does not exceed 25 percent of the child's total instructional time with his/her regular classroom teacher computed on a per-day, per-month, or per-year basis.

EPO (Extended Pull-out). This model may require that the district contribute either staff or money to the RAP project if it wishes to pull children out for more than 25 percent of their regular instructional time with a particular teacher, computed on a per-day, per-month, or per-year basis, to receive RAP service.

RPL (Replacement). Using the RPL model a district may replace regular instructional services in a particular subject with a self-contained RAP funded program particularly designed to meet the RAP eligible participants' special educational needs in that subject. The district is required to contribute an amount of money or staff time equal to that which the district would provide to serve the participating children if RAP funds were not available. In the case where staff time falls under 1.00 FTE, RAP funds may be used to pay for the fraction of the FTE.

AOM (Add-on Model). This model provides RAP services during non-instructional time, i.e., weekends, before or after school, during vacation, etc.

LDM (Locally Developed Model). This model is reserved for projects which fit none of the established models. A description of the proposed project demonstrating its compliance with supplement/supplant provisions must be submitted with the application to SPI.